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Can the Direct Instruction Learning Model Assisted by Digital Visual Media Improve the Social Science Learning Achievement?

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ABSTRACT

Purpose –This study examines the effectiveness of the Direct Instruction (DI) learning model when supported by digital-visual media in improving the learning achievement of elementary school students in social studies. The study aims to determine whether integrating DI with digital-visual aids can significantly enhance students' understanding and retention of social studies material.

Methodology – This classroom action research is conducted through 4 stages: planning, implementation, observation, and reflection. The research subjects were 26 fifth-grade students and was conducted collaboratively with teachers at SDN Klegen 04.

Findings – State the main results of the study. Numerical data may be included, but should be kept to a minimum. State the conclusions and implications. The DI *learning model* can improve students' social studies learning achievement. This is evidenced by students who get the same or higher scores than the KKM 70.00, increasing from cycle I to cycle II. In cycle I, the completion of learning outcomes reached a class average of 72.3. While in cycle II, the completion of learning outcomes on average increased by 84.8.

Significance – Who would benefit from this study? These findings suggest that combining Direct Instruction with digital-visual aids can effectively improve elementary students' academic achievement in social studies. Therefore, educators are encouraged to adopt this approach to foster more meaningful and impactful learning, particularly in content-heavy subjects like social studies.

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INTRODUCTION

In today's rapidly evolving educational landscape, there is a growing emphasis on optimizing teaching methods to meet the diverse needs of 21st-century learners. In elementary education, where foundational knowledge and skills are developed, it is essential to adopt instructional strategies that foster engagement and achievement (Hubelbank *et al.*, 2024). As a core subject, Social Studies plays a crucial role in shaping students' understanding of societal structures, cultural identity, and civic responsibility (Somantri, 2001).

Social Sciences (IPS) is one of the disciplines that studies a social problem in society that requires students' reasoning to connect a new concept obtained from IPS material and connect to the initial concept owned by students according to events that occur in their social environment (Anggarawati, Kristiantari, and Asri, 2014). IPS is formulated using an interdisciplinary approach from the branches of social sciences (sociology, history, geography, economics, politics, law, and culture). IPS can contribute to achieving some of the educational goals in elementary schools (Manawan, 2021). By emphasizing more on how children learn, it can be seen that IPS learning in class is seen as an active process, learning starts from the abstract to the concrete (Murwantono & Sukidjo, 2015). Teaching will be more effective and efficient if the objects and events that are the teaching materials can be visualized realistically, resembling the actual situation.

In general, social studies learning activities in elementary schools tend to be rigid, uninteresting, and less enjoyable, such as the teacher's style in delivering material, the teacher's character in communicating or interacting with students, and the teacher's method or approach in giving punishment (Setiadi, 2016). In addition, teachers only apply lecture and assignment methods. This makes students easily bored, lazy to learn, and not pay attention to the material presented by the teacher, which causes low student learning achievement. This condition also occurs at SDN Klegen 04, Madiun City. Based on the documentation results, it is known that the social studies learning achievement of grade V students at SDN Klegen 04, Madiun City, 2024/2025 Academic Year, totaling 22 students, is still low; the average value obtained is 64, with Competence Minimum Completion (KKM) of 70. There are 15 students, or 68.2% who have not completed the learning process, while seven students, or 32.8% have completed the learning process.

However, numerous studies have indicated that Social Studies learning outcomes in elementary schools remain below expectations due to various factors, including limited student motivation, abstract content, and teacher-centered approaches (Wibowo, Sutani, and Fitrianingrum, 2020). One alternative in solving the above problems is applying the DI (*Direct Instruction*) learning model with computer-assisted visual media in class V of Klegen 04, Madiun City, in the 2024/2025 Academic Year. The DI model is systematically designed to improve conceptual understanding gradually and is very suitable for materials requiring procedural and declarative mastery. This model has been proven effective in improving learning outcomes because it involves clear teaching stages: review, presentation, guided practice, independent practice, and assessment (Fitter, 2024; Calunangan & Sonsona, 2025).

DI *(Direct Instruction)* is designed to support students' learning processes related to procedural knowledge and declarative knowledge taught with a gradual, step-by-step activity pattern (Calunangan & Sonsona, 2025). While computer-assisted visual media is a visual medium that can be projected through a computer device, it allows abstract social studies learning to be visualized, so that students can better understand the concept of the material being studied and create effective and efficient learning (Degner, Moser, and Lewalter, 2022). Visualization of materials through digital media makes social studies learning more concrete, interesting, and easy to understand. This media changes abstract content into visualizations that are easy for elementary school students to digest, increases attention, and fosters learning motivation. Combining the DI model with visual digital media bridges the rigidity of traditional instructional approaches with today's students' learning styles, which tend to be visual and interactive (Caballero & Liss, 2023). This allows the learning process to be more adaptive and engaging.

Direct Instruction (DI), a structured and teacher-led instructional model, has long been recognized for its clarity, step-by-step guidance, and effectiveness in improving student achievement, especially for learners needing additional support (Shammas, 2023; Fitter, 2024). Nevertheless, critics argue that its traditional implementation can be overly rigid or unengaging, particularly for younger students (Simamora, 2022). To address this concern, recent educational innovations suggest that integrating digital-visual media into the DI model can enhance its effectiveness by increasing student motivation, visual understanding, and interactive learning experiences (Caballero & Liss, 2023). While there is growing interest in combining DI with digital tools, the extent to which this integration can improve academic achievement remains to be seen (Adams & Carnine, 2003). This solution not only answers the contextual urgency at SDN Klegen 04 Madiun but also contributes to educational literature by integrating classical instructional approaches with relevant

technological innovations. Combining DI and digital visual media is believed to significantly and comprehensively improve social studies learning achievement.

Education research related to the direct instruction model has been widely conducted previously. The DI model used in sports learning has been developed by Mabrur & Mubarok (2021). The DI model has also been applied in learning the Al-Quran (Hasanah, Mastuang, and Dewantara, 2023). In various other countries, the DI model has also been implemented in various lessons (Caballero & Liss, 2023; Shammas, 2023). Fitri (2024) has implemented the DI model in Indonesian language learning in elementary schools. Direct instruction has been developed in Canadian schools and has been proven effective for implementation (Calunangan & Sonsona, 2025).

Based on this study, it can be concluded that there is a research gap in integrating the Direct Instruction model with digital visual media to improve social studies learning outcomes in elementary schools. The novelty of this study lies in the effort to combine a structured learning model with an interactive visual approach to present concrete, interesting, and contextual social studies learning for students. This aligns with recent literature suggesting the need for technology-based and multimodal learning to increase students' motivation and understanding of complex material.

Based on the results of previous research, there has been no research using DI in social studies learning in elementary schools. This study investigates whether the Direct Instruction learning model assisted by digital-visual media can significantly improve elementary school students' Social Studies learning achievement. By examining both the instructional process and the resulting student performance, the research seeks to contribute to the ongoing discourse on evidence-based teaching practices and the strategic use of educational technology in early education. Our principal findings suggest that combining structured instruction with visual-digital aids can substantially enhance student understanding and retention of Social Studies content. This points to a promising direction for curriculum design and pedagogical innovation in elementary schools. By conducting this research, teachers are expected to obtain practical and evidence-based references in developing engaging and effective social studies learning. Elementary schools are also expected to adopt an instructional approach that combines structured methods and digital media in a balanced manner. This research ultimately aims to contribute to developing future pedagogical strategies that emphasize deep learning, critical thinking, active student involvement, and mastery of technology to create a generation of adaptive learners in the digital era.

METHODOLOGY

Research Design

This classroom action research is conducted through 4 stages: planning, implementation, observation, and reflection. This research aims to improve or enhance direct classroom learning practices through actions that are planned, implemented, and evaluated systematically and repeatedly. The reason for choosing CAR is that it is designed to address real problems faced by teachers in the classroom, such as low learning outcomes, lack of student participation, or less effective learning methods. The stages of classroom action research can be described as follows.

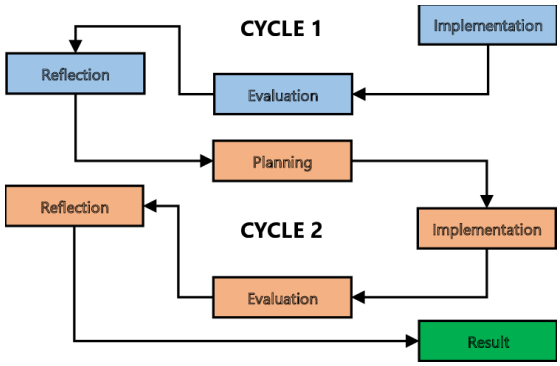

Figure 1. Research Design

Participants

The data sources were students from SDN Klegen 04, Madiun City, 2024/2025 Academic Year. The population in this study was all fifth-grade students of SDN Klegen 04, Madiun City, in the 2024/2025 academic year, totaling 22 students. Because this study uses a Classroom Action Research (CAR) approach, all students in the class were used as subjects and research samples. The sampling technique was saturated sampling, because all population members were directly involved in the learning actions designed (Sugiyono, 2011).

Table 1. Characteristics of Fifth Grade Students

Characteristics		N
gender	Female	12
	Male	10
Age	10 years	8
	11 years	14
Academic background	Achieved the Minimum Completion Criteria (KKM)	7
	Not achieved the Minimum Completion Criteria (KKM)	15
Social economic background	lower-middle income	20
	higher-middle income	2

These characteristics are an important basis for designing classroom actions, especially in selecting the Direct Instruction model and using digital visual media to address students' low interest and learning achievement in social studies.

Data Collection

The data collected in this study include: (1) student grades in the pre-action, (2) student evaluation results given at the end of each cycle, (3) teacher and student observation results during learning activities, and (4) documentation. This study used a multiple-choice test to obtain data on student achievement at the end of each cycle. The test consisted of 20 multiple-choice questions with a maximum score of 100. This test assesses and measures students' learning outcomes and achievements, especially cognitive aspects. Observations are conducted to monitor teachers and students.

Furthermore, observations are used to record every action teachers take in accordance with the problems in the CAR. Observations are conducted to gather information about student behaviors due to the teacher's actions. Observations are used to obtain data on the strengths and weaknesses of the ongoing learning process. Therefore, teacher and student observation sheets are created, indicating specific scores to assess teacher and student learning activities during the learning process. Documentation is used to obtain data on student learning achievement through the results of student worksheets, teacher diaries, and learning resources that have been used before implementing cycle I. Meanwhile, several learning planning archives and photos of student activities during learning and photos of teachers in teaching can be used as a basis to facilitate reflection on activities at the end of the cycle.

Data Analysis

The data collected in this study were analyzed using the descriptive data analysis method. Data analysis is carried out in a study to conclude all the data that has been obtained. The data analyzed are the results of observations of teacher and student activities and the results of student evaluations that are analyzed in the form of descriptions with numbers according to scoring guidelines. The results of student learning achievement in cycle I are compared with the results of the achievement test before the action, and it can be seen how far the students ' social studies learning achievement has progressed, whether there is a

decrease or an increase. The action of each cycle can be successful if there is an increase reaching ≥70% of the 22 total students in grade V from each cycle, and the minimum learning completion value reaches ≥70. The educational unit sets the value of 70 as the minimum limit for learning completion as KKM (Minimum Completion Criteria), according to the level of material complexity, support capacity, and student intake.

FINDINGS

The research was conducted in two cycles. The results of each cycle can be presented as follows.

Cycle I

Cycle 1 consists of one meeting with a time allocation of 2 x 35 minutes for each meeting, consisting of several stages: 1) planning, 2) implementation, 3) observation, and 4) reflection. At the planning stage, the activities carried out are: (a) preparing learning tools in the form of a Learning Implementation Plan (RPP); (b) designing teaching materials and student worksheets; (c) preparing computer-assisted visualization media in the form of an Electronic School Book (BSE) display; (d) compiling research guidelines for observation sheets for the implementation of teacher and student learning; and (e) compiling learning achievement test grids.

At the implementation stage, the learning steps carried out per the researcher's methods during the research are as follows.

Phase 1: Communicating Objectives and Preparing Students

Preliminary activities were carried out to convey the objectives and prepare the students. It began by greeting the students, and the students answered the greeting from the researcher simultaneously. Then, the students were asked to prepare the social studies book about communication tools that would be studied today. The students also took out their respective textbooks and notebooks. After that, the researcher took attendance by asking the students who were absent that day. Students pay attention to the researcher's explanation regarding the learning model and the steps to be taken in learning, even though some students are noisy.

Phase 2: Knowledge Presentation

In this knowledge presentation phase, the researcher directly explains the material about current and past communication tools. The material is delivered through questions and answers first, then explained and displayed through a projector so that students can more easily pay attention and write down the explanations given by the researcher. However, there are still some students who are noisy and pay less attention to the researcher's explanation. Furthermore, students learn from their experiences with the material on current and past communication tools to understand more clearly. Students are given questions and answers, and the researcher provides reinforcement.

Phase 3: Guided Practice

In this phase, the researcher guides students in conducting group discussions and presenting the results of the discussion in front of the class. The researcher asks students to form groups with their deskmates. This is done so that students can learn to cooperate with friends. However, some students still like to choose noisy friends.

Phase 4: Checking Understanding and Providing Feedback

In this phase, understanding and providing feedback are important. The researcher guides students in working on the LKS, which is continued by presenting the work of one of the groups appointed by the researcher. However, the students are less enthusiastic and still lack courage and confidence. Then, the researcher discusses the LKS and the students' match. Then the researcher reinforces examples of current and past communication tools, the advantages and disadvantages of using current and past communication tools, and the steps to communicate via letter.

Phase 5: Independent Practice

In this phase, the researcher gave the cycle I test questions that students did independently. This test determines the extent of students' conceptual understanding of the material that has been taught. The final test is given in the form of multiple choices, with 35 minutes given to complete. Researchers and observers monitor the test's progress, but many students still dare to cheat. This test aims to obtain final data for cycle I, so in this phase, the researcher concludes learning achievement by evaluating and asking questions to students.

The results of observations in cycle I, in general, are : (a) in phase 1, students are still busy and busy with their own work so that the researcher does not have enough control over the class in preparing students to learn ; (b) in phase 2, not all students pay attention to the explanation and answer questions from the researcher and the researcher's view is not comprehensive to the students ; (c) in phase 3, guidance in carrying out visualization, students are quite enthusiastic in paying attention to the demonstration and explanation of the researcher although some students do not pay attention ; (d) in phase 4, only some students are enthusiastic in presenting the results of their group's answers and the researcher does not give students enough opportunities to express their opinions ; (e) in phase 5, many students cheat and only some students work on the questions independently. In addition, students are less enthusiastic in responding to questions and answers when concluding the lesson material.

The results of student learning achievement can be known based on the average results of learning tests and student attitudes at the end of the cycle, as shown in Table 2.

Table 2. Student Achievement Scores in Cycle I

No	Name	Si Value - cluster I	Attitude Values of Si-cluster I	Mark Achievement of Class I	Learning Completion	
					Completed	Not Completed
1	IN	80	70	75	□	
2	AJ	85	50	67.5		□
3	A A	85	60	72.5	□	
4	AFF	80	60	70	□	
5	ARD	60	65	62.5		□
6	BM	55	70	62.5		□
7	CN	50	80	65		□
8	GAP	75	70	72.5	□	
9	GY	50	70	60		□
10	HS	85	70	77.5	□	
11	HZ	85	65	75	□	
12	IF	55	65	60		□
13	KT	75	85	80	□	
14	KK	85	90	87.5	□	
15	MAA	55	75	65		□
16	KZ	75	70	72.5	□	
17	MA	80	85	82.5	□	
18	MD	85	75	80	□	
19	NA	85	65	75	□	
20	NR	70	65	67.5		□
21	NA	65	80	72.5	□	
22	RY	70	80	75	□	
Average value		72.69	72	72.3	14	8

From the results of the student learning achievement table in cycle I above, it can be concluded that the minimum learning completion value of students after the cycle I learning achievement test was carried out, the minimum learning completion value of students had met the KKM (70), namely 72.3. So it can be seen that the percentage of students who completed learning was 14 students or 63,6 % and students who did not complete their studies were eight students or 36,3% of the total 22 students.

The results of the reflection stated that: (1) the learning model DI *(Direct Instruction)* and computer-assisted visual media in cycle I had met the criteria quite well. This was known from the average attitude of students in learning, which was 7.2; (2) when preparing students to learn, the researcher did not control the class, this was because the students were busy themselves and some students joked with their deskmates; (3) during the presentation, it was seen that only most of the students paid attention; (4) when working on evaluation questions, it was seen that only some students worked on their own; (5) when checking understanding and providing feedback, the researcher did not provide enough reinforcement to students about the teaching material.

Based on the research description above, the researcher can conclude that social studies learning in grade V on the subject of communication tools using the DI *(Direct Instruction) model* and computer-assisted visual media can improve social studies learning achievement, even though the learning achievement obtained is still within the fairly good criteria. For that, it is necessary to take action in cycle II.

Cycle II

Cycle II is an improvement on *the* results of reflection in Cycle I. The steps include the *planning,* action, observation, and *reflection* stages.

At the planning stage, the activities are to correct the deficiencies in cycle I, which will be corrected in cycle II, as follows : (1) the researcher prepares students to learn before the lesson. By greeting students, asking how they are, inviting them to sing "*kring-kring ada sepeda,*" and playing clapping hands, (2) the researcher conditions the students by playing the "quiet" clapping game. Before carrying out the presentation and demonstration that will be carried out ; (3) during the presentation, the researcher displays *a power point* with animation so that attracting students' attention ; (4) when checking understanding, the researcher provides repeated feedback on material that is difficult for students to understand and provides an opportunity for students who have not yet expressed their opinions ; (5) the researcher provides *rewards* to students so that they are motivated to work on evaluation questions independently.

At the implementation stage, the learning steps carried out are in accordance with the methods used during the research, namely as follows.

Phase 1: Communicating Objectives and Preparing Students

In this phase, the learning activity begins by greeting the students, and the students respond to the greeting simultaneously. Then, the students are invited to sing "*kring-kring ada sepeda*" and play clapping. Students take out their respective textbooks and notebooks. After that, the researcher takes attendance by asking the students who are absent on the day. Next, motivation is given to students by giving short questions that are relevant to the knowledge that students have and related to the material that will be studied today. Students also answer the questions enthusiastically. After that, the learning objectives for today were conveyed, and the learning steps that would be taken were explained, namely the DI *(Direct Instruction) learning model*, and computer-assisted visual media to students. Students pay close attention to the researcher's explanation, and the atmosphere is conducive.

Phase 2 Knowledge Presentation

This phase begins with questions and answers, followed by an explanation of the material about current and past communication tools, which is displayed via a projector so that students can pay attention more easily. The researcher explains. Furthermore, animated images of the development of communication tools today and in the past were shown, and students were very enthusiastic to pay attention, and the class

conditions became conducive. Then, the researcher gave questions and answers to reinforce the material so that students could distinguish between communication tools today and in the past.

Phase 3 Guided Practice

In this phase, students are guided to conduct group discussions and present the discussion results in front of the class. The researcher asked students to form groups with their deskmates. This was done so students were more active and maximized in working on the LKS, which was continued with the researcher's distribution of the LKS. The researcher gave examples of how to work, and the students were very enthusiastic about working on assignments about current and past communication tools.

Phase 4: Checking Understanding and Providing Feedback

In this phase, students are guided to work on the LKS, which is continued by discussing the results of the discussion and presentation of group representatives who are enthusiastic to come forward to the front of the class, and some students express their opinions without being appointed by the researcher. After completion, the researcher concludes the results of the students' work and reinforces examples of current and past communication tools, the advantages and disadvantages of using current and past communication tools, and the steps to communicate via letter.

Phase 5 Independent Practice

In this phase, the students are given cycle I test questions that are worked on independently. This test determines the extent of students' conceptual understanding of the material that has been taught. The final test is given in the form of multiple-choice questions, with the time to complete the questions being 35 minutes. Researchers, together with observers, supervise the progress of the test and provide *rewards* for students who are honest and independent in working on the questions. So that students really work on the questions according to their abilities. This phase is the final phase, so the researcher concludes learning achievement by evaluating and asking questions to students.

At the observation stage, in general the class conditions in cycle II were : (1) in phase 1 the researcher was able to control the class so that students were not noisy before preparing to learn; (2) in phase 2, students were more enthusiastic in participating in learning so that learning became more interesting and enjoyable; (3) before making a presentation In phase 3, researchers condition students to pay attention so that students can more easily understand the concept of the material with their learning experience; (4) in phase 4, students can work on practice questions in groups and are enthusiastic in communicating the results of group answers ; (5) in phase 5, students are more confident in working on evaluation questions and few students cheat. In addition, students are more enthusiastic about concluding the lesson material that has been studied. The results of student learning achievements in cycle II are in Table 3.

Table 3. Student Achievement Values Cycle I I

No	Student Name	Si Value - cluster II	Attitude Values Si - cluster II	Grade Achievement Value - Class II	Learning Completion	
					Tun - bag	Not Completed
1	IN	95	75	85	□	
2	AJ	95	70	82.5	□	
3	A A	95	70	82.5	□	
4	AFF	90	85	87.5	□	
5	ARD	90	85	87.5	□	
6	BM	85	70	77.5	□	
7	CN	90	85	87.5	□	

8	GAP	85	80	82.5	□	
9	GY	65	85	75	□	
10	HS	100	85	92.5	□	
11	HZ	95	65	80	□	
12	IF	65	65	65		□
13	KT	85	85	85	□	
14	KK	95	95	95	□	
15	MAA	60	75	67.5		□
16	KZ	85	70	77.5	□	
17	MA	95	95	95	□	
18	MD	95	95	95	□	
19	NA	95	70	82.5	□	
20	NR	90	85	87.5	□	
21	NA	65	95	80	□	
22	RY	95	85	90	□	
Averange Amount		86,81	80,45	84,5	20	2

From the table, it can be concluded that the minimum learning completion value of students after conducting the learning achievement test in cycle I, the minimum learning completion value obtained by students has met the KKM (70), namely 84.5. The results of the achievement test in cycle II are better than the results of cycle I, namely 72.3.

Based on the reflection on cycle II, it can be concluded that the DI (*Direct Instruction*) learning model and computer-assisted visual media were implemented better than in cycle I and achieved good criteria, namely 84.5. So it can be seen that the percentage of students who completed learning was 20 students or 90.9 % and students who did not complete learning were two students or 9.1% of the total 22 students. Because this research has met the criteria for research success, it will not be continued in the next cycle.

DISCUSSION

Based on observations and analysis of existing data, it can be seen that there is an increase in activity and learning achievement in learning using the DI *(Direct Instruction) learning model* from cycle I to cycle II in the subject of social studies for grade V students at SDN Klegen 04, Madiun City, in the 2024/2025 Academic Year. Each cycle consists of one meeting with a time allocation of 2 x 35 minutes for each meeting, consisting of several stages, namely: 1) planning, 2) implementation, 3) observation, and 4) reflection. In cycle 2, the stages carried out are improvements from the previous cycle, namely, cycle 1.

The study's results on the increase in average student activity and test results in cycle I and II can be explained in Graph 1 as follows.

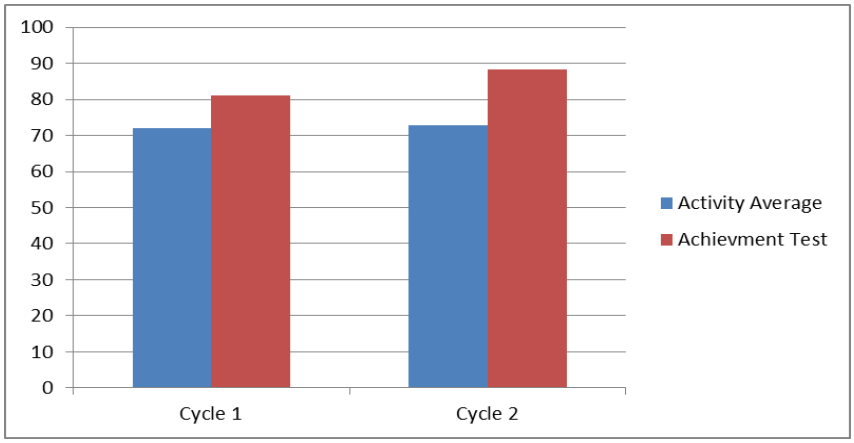

Figure 2. Comparison of Student Attitudes and Test Results in Cycle I and Cycle II

Based on the graph above, the average results of students' attitudes in the implementation of the DI (Direct Instruction) learning model with computer-assisted visual media have increased from cycle I, which obtained an average of 72, which is included in the pretty good criteria, to cycle II, which was 81, reaching good criteria. Moreover, the test results increased from cycle I, which obtained an average of 72.69, to cycle II, which was 88.26.

Based on the average student attitudes and test results in cycles I and II, the comparison of student learning achievement in cycles I and II can be seen in Graph 2 as follows.

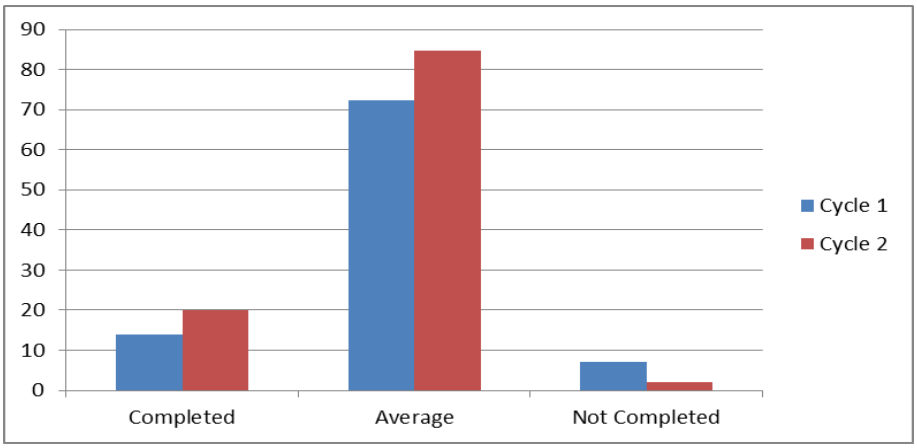

Figure 3. Comparison of Student Learning Achievement in Cycle I and Cycle II

Based on the graph above, the comparison results of student achievement in cycle I and II showed an increase, namely in cycle I, with an average class value of 72.3. Fourteen students completed or met the KKM (70) out of 22 students, and eight students did not complete it. In cycle II, with an average class of 84.5, 20 students out of 22 were declared to have completed the KKM 70, and 2 students did not. So that there was an increase of 12.5, and the study reached the criteria for success, namely, the number of students who completed learning ≥ 70% of the total number of students.

Various studies have been conducted related to applying the Direct Instruction (DI) learning model and using digital media in the context of elementary education. Mabrur & Mubarok (2021) applied the DI model in sports learning and showed a significant increase in students' motor skills. However, learning focuses more on the psychomotor aspect and has not touched on complex cognitive domains, such as in social studies subjects. Hasanah, Mastuang, and Dewantara (2023) used the DI model in learning the Qur'an, which succeeded in improving reading and memorization skills, but had not integrated digital media or applied it in social context-based learning.

Fitri (2024) shows that DI effectively teaches Indonesian in elementary schools, especially in improving language skills. However, this study did not use digital media, and did not include strengthening understanding of abstract social concepts as found in social studies subjects. On the other hand, Caballero and Liss (2023) examined the effectiveness of visual digital media in project-based learning. The results showed increased student motivation and understanding, but were not combined with a systematic teaching structure like DI. Direct instruction has been developed in Canadian schools and has been proven effective for implementation (Calunangan & Sonsona, 2025).

Meanwhile, Shammas (2023) evaluated the implementation of DI abroad and confirmed its success in the context of formal education. However, no research has combined DI with digital visual media in social studies learning in elementary schools, especially in the Indonesian context. Although the DI model has been widely applied in various fields of study, much research has not explored its effectiveness in elementary school social studies learning in Indonesia. This study attempts to fill this gap and provide practical contributions to developing evidence-based pedagogy.

From the discussion above, it can be concluded that in this study, student learning achievement can be improved through the DI (Direct Instruction) learning model with computer-assisted visual media in social studies subjects. This is in line with what Mason & Otero (2021) stated: the advantages of the DI *(Direct Instruction) learning model* include more emphasis on academic achievement, and student performance can be monitored carefully. This research is the first, especially in the Indonesian context, to combine the systematic structure of DI with the illustrative power of digital media in social studies learning. This addresses two weaknesses at once: (a) the rigidity of the DI approach and (b) the abstractness of social studies material that is difficult to understand without visualization.

Social studies in elementary schools unite various disciplines (history, economics, geography, sociology), which require concrete visualization and narratives to be understood by elementary school children (Anggarawati, Kristiantari, and Asri, 2014). This research directly targets the substance of these difficulties, which have not been studied in depth by previous studies (Murwantono & Sukidjo, 2015; Aryawan, Sudatha, and Sukmana, 2018; Marhayani & Wulandari, 2020). By taking SDN Klegen 04 Madiun City, which has empirical data on low learning outcomes, this study presents innovations that directly answer real needs in the field, not just laboratory experiments.

In addition, researchers' role in guiding students, as stated by Stockard (2021), is that teachers who have successfully mastered several teaching skills recognized by the world of education encourage student involvement in the learning process and improve learning outcomes. Moreover, Fitter (2024) stated that learning achievement contains two main elements: the results of the learning process assessment and learning outcomes. So it can be concluded that applying the DI *(Direct Instruction) learning model* with computer-assisted visual media can improve the learning achievement of fifth-grade students at SDN Klegen 04, Madiun City, in the 2024/2025 Academic Year.

CONCLUSION

Based on the results of the classroom action research that has been carried out, it is concluded that social studies learning using the DI (Direct Instruction) learning model with computer-assisted visual media for fifth-grade students of SDN Klegen 04, Madiun City, in the 2024/2025 Academic Year. This is proven by the results of learning achievement in cycle I, which has met the KKM (70) or target ≥ 70% of the total number of students, namely 72.3, with 19 students or 73 % completing learning, and students who did not complete learning as many as seven students or 26.9%. While cycle II obtained 84.8% with students who completed learning as many as 24 students, or 92.3 % and students who did not complete learning as many as two students, or 7.69%. So it can be concluded that by applying the DI (Direct Instruction) learning model and computer-assisted visual media, there is an increase in student learning achievement in the subject of Social Studies from cycle I to cycle II of class V of SDN Klegen 04, Madiun City, in the 2024/2025 Academic Year.

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